SCHOOL LIFE

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OFFICE OF EDUCATION

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April 1959

THE DESIRE OF KNOWLEDGE

IN Germany at Easter time they hide coloured eggs about the house and the garden that the children may amuse themselves in hunting after them and finding them. It is to some such game of hide-and-seek that we are invited by that power which planted in us the desire to find out what is concealed, and stored the universe with hidden things that we might delight ourselves in discovering them. And the pleasure of discovery differs from other pleasures in this, that it is shadowed by no fear of satiety on the one hand or of frustration on the other. Other desires perish in their gratification, but the desire of knowledge never: the eye is not satisfied with seeing nor the ear filled with hearing. Other desires become the occasion of pain through dearth of the material to gratify them, but not the desire of knowledge: the sum of things to be known is inexhaustible, and however long we read we shall never come to the end of our story-book. So long as the mind of man is what it is, it will continue to exult in advancing on the unknown throughout the infinite field of the universe; and the tree of knowledge will remain for ever, as it was in the beginning, a tree to be desired to make one wise.

A. E. HOUSMAN

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Brief. . . . . EDUCATION AND GOVERNMENT Reports . . . . . .

Youth Fitness Week

PRESIDENT Eisenhower has proclaimed May 3–9, 1959, as National Youth Fitness Week.

Declaring that the continued strength of our Nation depends on the health of our youth and that we must try to improve their fitness, the President requests Government officials, parents, young people, and local and national organizations "to promote programs and activities demonstrating the importance of youth fitness . . . that we may assure the continuing strength and well-being of our people."

Surplus equipment

ONLY the cost of transportation and warehousing stands between schools and much of the science and mathematics equipment they need in their classrooms. Every year the U.S. Government declares surplus $100 million worth of such equipment. A wide variety of items are available—jet airplanes, nautical and navigational instruments, radio and radar equipment, motors and generators, laboratory items and supplies, lenses, and electronic equipment. Colleges, universities, and schools—public, parochial, and nonprofit—are eligible to obtain this equipment for "carrying charges."

When a Federal agency declares property "surplus" under the terms of the Federal Property and Administrative Services Act of 1949, the Department of Health, Education, and Welfare takes the responsibility for seeing that the equipment goes where it may do the most good. State surplus property agencies let the Department know what they need and available equipment is then transferred to State warehouses. Some States send out circulars listing items. Representatives of schools visit the warehouses to select what they require. A school can keep its State agency informed of equipment it needs, and the agency, on the lookout, will tell the school when such equipment is available.

Both real and personal property come under the act; recipients may be educational and public health institutions and civil defense organizations of State and local governments, or nonprofit health and educational institutions exempt from Federal taxes.

STATEMENT FROM THE SURGEON GENERAL OF THE UNITED STATES

MILLIONS of schoolchildren and their teachers have not yet received the Salk vaccine, which gives up to 90 percent protection against paralytic poliomyelitis. Additional millions have received only one or two injections, although at least three injections are essential for vaccination. It is from these unvaccinated and partially vaccinated that polio now takes it heaviest toll.

Teachers can contribute to the drive to stamp out polio in three ways:

1. If you have not already done so, be sure to get vaccinated yourself. Adults who work with children are in special danger of contracting polio and the disease is usually more severe in adults than in children.

2. Inform your students about the importance of vaccination and about the free or low cost vaccination services which your community provides for families who cannot afford standard fees.

3. Participate in (or help to organize) a polio vaccination drive in your community.

There is no time to lose if unnecessary crippling and death from polio is to be prevented this summer.

LEROY E. BURNEY,
Surgeon General
of the United States.

Youth Serves Youth

AMONG the 92 people President Eisenhower has appointed to the National Committee for the Golden Anniversary White House Conference on Children and Youth are 10 high school and college students. Although delegates to the 1950 conference included youths, the 1960 conference is the first of the six decennial meetings with them on its committee.

Enthusiasm to serve their peers is high among the 10 students. At the February 1959 meeting of the Youth Activities Committee they asked to be considered as "first class members of the Conference." One of their assignments is to prepare a brochure on "The Role of Youth," which the Conference will publish.

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A New Zealander's View of American Education

By JOHN FRANCIS JOHNSON

THE AUTHOR has been a professional educator in New Zealand for 33 years. The position he has held since 1952—District Senior Inspector of Schools, Christchurch, with responsibility for nearly 400 schools—has no exact counterpart in the United States, though it corresponds most closely to a superintendent of schools in a large metropolitan district.

Mr. Johnson spent 6 months—September 1958 to March 1959—in the United States as a participant in the International Teacher Development Program, administered by the Office of Education in cooperation with the Department of State. During his stay he met many American educators and saw at firsthand some of our school systems and schools. His report to the Office of Education, here condensed, gives some of his impressions of education in the United States.

MY arrival in the United States coincided with a strong tide of criticism of education. Senators, service chiefs, college presidents, and newspapermen were vying with each other, not so much as opponents of education as such, but as opponents of "what now passes for education since it was ruined by Dewey and others." Some quarters suggested that the worst had passed; if this was so, then the earlier onslaughts must have been severe. I saw at firsthand a readiness to criticize, and a bitterness and hostility toward education and educationists that was unbelievably harsh. Educationists throughout the country felt obliged to give much time to the "great debate," and I myself took part in many a discussion.

The cry was for greater scholarship, for inflexible promotion requirements, for more intense competition, for firmer discipline. A few of the critics advocated "putting first things first"—which they thought of as a concentration on the most able student, leaving the average and below-average student to receive, in Admiral Rickover's words, "enough to get him into a modern technological society." Russia's scientific achievement had produced unwarranted consternation so that education's old critics were reinforced by the new, all seeking "whipping boys," as well as simple explanations for complex problems.

OUTSIDERS MISLED

A visitor to an unfamiliar culture evaluates what he sees against his own background. His capacity to assess is conditioned by his professional experiences and the maturity and wisdom of his judgment; but these, too, will reflect the traditions to which he is accustomed. Thus a school may appear to one as authoritarian and to another as permissive; to one as stereotyped and formal and to another as progressive and imaginative.

But there is another factor coloring his judgment—his preconceived idea of what he is going to see. It may surprise many Americans to know how badly their country is advertised abroad, particularly its education. Outside the USA the little known about American schools is apt to be derogatory. The same forces of reaction found here have their counterpart in other lands, and these seize on headlines discrediting your schools. What really matters to them is not the USA and its schools, but that liberal education has failed; and its failure must be shouted from the housetops to warn the liberals at home and to vindicate the local Jeremiads.

Since World War II Hollywood has produced several films on teachers and schools, some of them poor art and most of them bad publicity. The most unfortunate of all, "The Blackboard Jungle," has done incalculable damage abroad. It has left a widespread, lasting impression of the unhappy effects of liberal education, a lesson not lost on the critics of New Zealand's school system, the more so because in many ways we have followed American traditions rather than British.

I did not expect to find your schools "Blackboard Jungles," but I was not prepared for the solid effort put into both teaching and learning I found almost everywhere I went.

I came a trifle smug about what my

country has achieved—for it has achieved a great deal—but I leave conscious of many ways in which your schools are superior. But the picture of education you present to the world is misleading: I think of some of the issues on which you are assailed—discipline and the general behavior of boys and girls, the quality of instruction, and the application of pupils to the serious business of learning. Every time I spoke to a lay group, therefore, whatever the topic, I made it a point to say something on the fine education I was seeing here—not only the overall guiding ideals, but the manner in which local schools interpret and practice them.

School Buildings

Your buildings and equipment are much superior to ours, and I envy your liberal criteria for building construction, floor space, equipment, and teacher-pupil ratio. The provision of 30 or more square feet a child, a cafeteria accommodating a whole school in two sittings, an auditorium seating all pupils in modern comfort, and a splendid gymnasium—all for 400 children—are standards of which any community can well be proud and which prove your faith in education.

But this was not unexpected—for if the world outside knows anything, it knows about your material resources and your willingness to use them for education. What I did not expect was that these facilities should be so abundantly matched by the uses made of them.

Discipline and Democracy

My first impression of your schools was of the splendid discipline. Children manage themselves in a delightful way, easily and naturally as individuals, working in groups both as leaders and followers, and, above all, going ahead with initiative when left to their own devices.

There were standards of democratic living in the first classrooms I visited that I found it difficult at first to account for—a respect by each child for the other and a pleasantly relaxed atmosphere in which children were at peace with themselves, their classmates, and their teachers, and were thus free to bring their gifts and energies to the task of learning.

The reason lies in a combination of things. Your classes are smaller, much smaller, than ours, enabling teachers to reach pupils in a way not otherwise possible. More than likely, the greater period of training your teachers receive gives them opportunity to learn more about the subtleties of working with children. In your elementary schools most teachers are women; and women, I suspect, are better teachers than men, having more skill in the subtle aspects of child understanding and management. Your inservice training programs are more extensive and more systematically organized; your supervision more effective; and your induction programs reduce the time spent in wasteful groping at the opening of the school year. New Zealand loses many women teachers to marriage. Here, most remain in service, or if they leave for family reasons, nearly always return, better teachers for being mothers.

Teacher-Pupil Relations

In American schools teachers have greater intimacy with their pupils and spend more time helping each one, not only with learning difficulties but with personal needs. Without an overwhelmingly large class the teacher can pay attention to a child's ideas, show respect for his opinions, and share with him special events in his life. Each child has his turn to be important and to enjoy success, to have the worthy things he does recognized and praised. This way he learns respect for the dignity and worth of his peers and himself. There is more time, too, for the practice of the common courtesies, and I saw more evidence of these here than at home—in both directions.

Relations between your teachers and pupils are less formal, less authoritarian than they are in my country. Teachers and pupils work more closely together. They have a person-to-person kind of relationship, with little of the separation by the barriers of status and authority that stand between teachers and pupils in most of the older cultures and some of the new. The merits of such relations are to be seen at every level, from the work and behavior of little people in grade 1 to the deportment of senior high school students—friendly and dignified, alert and curious, cooperative and hardworking—all these things, together with a sense of responsibility to their school, their peers, and their community.

I shall mention but two of the dozens of experiences I have had of schoolboy responsibility and initiative.

In Tyler, Tex., on Christmas Day, I visited a junior high school where the gymnasium was always open for young people. Some 40 boys were present, ranging in age from 8 to 16, with the older boys supervising. One paused to explain things to me: "No, the gym is never locked, and the balls are always left here. . . . Only one pane has ever been broken and that was a real accident! No, we haven't lost any basketballs. We won't either—not in Tyler. The little fellows were a bit lost—you know, they like a bigger fellow with them—so we joined in. I'll have a workout shortly—one of the others will take over. We're both going to be teachers. . . . Would you like me to show you around? It's a swell gym, isn't it?"

In Tallahassee, Fla., I attended a meeting of social workers where a 16-year-old gave an account of a club he and his friends had organized to keep boys and girls off the streets at night—a place to meet, dance, listen to music, and have refreshments—initiated, organized, and conducted by children, an example of young America in action, representative of the 98 percent of American boys and girls who have little or no news value and, so, never make headlines.

Standards of Work

There is a common assumption that American education is vague, woolly, and unsubstantial, and there are two

principal reasons why such an idea persists.

First, because U.S. schools offer students an unusually wide range of subjects, it is natural to assume that little of real depth can be achieved where pupils' energies are widely dissipated.

Second, it is not uncommon for critics to ignore the fact that almost all American boys and girls go to high school, and then to assess performance on the achievements of the less endowed. The work of these less talented students is naturally inferior to the achievements of the elite minority, to whom the privilege of high school is restricted in some countries. But it will take much to convince me that where comparisons are made between comparable groups, American standards will be found wanting. Not only are comparable standards being reached in the fundamentals of instruction, but American schools, as I see them, have gone farther than ours in science, civics, and history. Extracurricular activities are more broadly based and much more out-of-school time is given to hobbies.

Guidance

I am envious of the distance you have gone in guidance and counseling; we have made only moderate beginnings. Your progress is linked to the emphasis you place on individual differences and the importance of determining for each child the courses he should follow at school and the career best suited to his particular interests and talents when he leaves. Where staffing permits, you extend guidance to provide help in personal and family problems; and this, I think, is the direction in which the schools of most countries can make their most positive contribution to the problems of juvenile delinquency. Already you have spectacular results in most unpromising areas, where an intensified campaign of counseling goes hand in hand with first-class teaching in half-sized classes. In this way children have at hand the advice of mature counsellors and the joy of continuing success in school studies—an expensive solution, but one which may well pay high dividends.

Education for Citizenship

Training for citizenship is something American schools do in a more positive way than we. Whether greater attention is given it during teacher preparation I do not know, but there is no questioning its place at every level in every classroom.

"Citizenship training" is defined simply as helping children develop types of behavior needed to be effective citizens in American society. In every classroom throughout the Nation the flag is raised each day, and children pledge their allegiance and often sing one or two patriotic songs. This rededication of each to the principles of American freedom is a pleasant and moving experience, and is always carried out with appropriate dignity. Sometimes the ceremony takes place in the playground, and it is quite common for parents who have brought their little ones to school to remain and participate.

But the real training for citizenship comes from living and working with others in democratic ways. Teachers do not assume that children know what citizenship means, but from kindergarten on teach and practice it. Students learn American ideals and take part in self-government and democratic living in the classroom. Ideals of personal citizenship are stressed. It was illuminating to me to hear an 8-year-old clinch an argument by saying, "I don't think Peter is being a very good citizen right now." In the solving of both personal problems and community ones, ideals of citizenship appropriate to the child's age are commonly used as yardsticks of behavior.

Good citizenship implies a faith in and loyalty to American ideals and institutions, and schools have taught these to an impressive degree. The average American boy knows much more about the history of his State and Nation than his New Zealand counterpart, and his emotional attachments are equally intense and sincere.

Common Misconceptions

I know the dangers of generalizing on education in a country so vast and so diverse as yours, but, as I have seen it, education here is down to earth, rejecting what lacks commonsense and practicability. I could not find a school based on the philosophy of "learning by doing," nor could anyone tell me where such a school might be found, though in every school I visited the influence of the movement was apparent, but never in an unrealistic or ineffective way. I found that your schools emphasize the teaching of facts and skills in the context in which they are met in life; that they emphasize application and relationships instead of rote memorization and drills (but the drills are there nonetheless, in proper perspective and with purpose sensibly defined); that they practice proceeding from larger areas of study to smaller units; and that they have systematic presentation and guided effort in the teaching and learning of academic material, leaving little to chance.

Your concept of high school education for all is of relatively recent origin; it received much impetus between the two World Wars, when increasing enrollments challenged the schools to provide education not only for college-bound students but for the larger group of students for whom the high school must provide the terminal course. Thus the "life adjustment" concept was born. Art, craft, music, physical education, homemaking, and vocational skills received increased attention, and to them were added courses, many far removed from the traditional function of the school, to meet the problems of adolescents. The movement created freer teacher-pupil relationships, extended extracurricular activities, and increased pupil participation in school government.

At first, these changes were offered as enrichments, not alternatives, to programs. But in the hands of overenthusiastic proponents they assumed a prominence neither the intention of the movement nor the practice of most

teachers. Because movements tend to be judged on extreme practices, American high schools were charged, at home and abroad, with anti-intellectualism, a charge which now, 20 years later, still takes much living down. As originally conceived, the movement had much merit; and the number of comprehensive schools in the United States that remain uninfluenced by its wisest elements must be small. But there can be no question of the solid core of traditional schooling being replaced by less substantial things!

In the hands of the unwise and oversold teacher, "child centered" education calls down criticism, leading as it can to overpermissiveness, confusion, and insecurity. But here again, I was unable to find a school or a class where the child's interests, point of view, and readiness to proceed to a new field or area of learning could be said to come first or to order the school's curriculum and organization. This, too, is evidence of the American teacher's aptitude for modifying and adapting, his flair for retaining the workable and rejecting the unrealistic. The movement is seen, however, in the importance attached to the student's attaining minimal levels of maturity before he is taught certain skills and facts, in the regard for pointing up background and language concepts where these might limit understanding and assimilation, and in pupil participation in planning these concepts and in organizing study prescriptions and class and school management.

It is my impression that most parents in your country are happy about what the schools are achieving but remain an inarticulate majority. The noisy minority, capitalizing on isolated incidents and weaknesses, strives to create the impression that these represent total inadequacy and failure and that parents are unhappy over them.

Pressures on Children

If I have a criticism, it is not that you are unmindful of scholarship, but rather that you are in danger of losing some of the finest things in your education because of oversensitivity to the charges leveled at you. I am particularly concerned over the danger of undue pressures being put on children at an age when such stress can have grave and far-reaching consequences. Parent interest in "grades" is desirable, but excessive concern for them, often to the exclusion of broadly based developmental experiences, is not in a child's best interests. The present preoccupation with the education of intelligent children will, no doubt, give those sensitive to public opinion a feeling of well being, but it is disturbing that so many are willing to board the bandwagon. Fortunately, teachers, as administrators know, are not quick to revise their practices, so that neither public demand nor administrative response to that demand is likely to bring rapid change!

It is odd that in a country geared to the delayed employment of young people you should be so vigorous and, one is tempted to say, so merciless, in driving children to the maximum of their capacity and beyond. Is success so important? Is it worth the price? Of all the people born in the State of New York, 1 in 12 will receive institutional treatment at some time for nervous disorder, and as many more, though not receiving such treatment, will be in need of it. Statistics for other States are not quite so bad, but bad enough to warrant educators and parents taking another look at what they expect from children. For the sake of mental health, young people must have worthwhile out-of-school activities. Homework that crowds out social experiences, outdoor recreation, creative activities, and adequate time for rest and sleep simply will not meet their basic needs. Almost every country in the world has laws regulating the hours adults may work. It is sad that children, whose well-being is so dependent on others, should be denied like protection.

This is not a plea for soft options but for a continuing regard for the mental and physical health of thousands of boys and girls who could pay dearly for their grades. American education is not too soft; in places it is perhaps too toughminded altogether.

Human Resources

It is not my intention to discount the need for the wisest possible nurture of the Nation's human resources. I have been tremendously impressed both by the efforts your young people make to secure higher education and by the sacrifices their parents undergo to give it to them. In your country pioneering development has been largely completed, and this fact, coupled with rapid technological progress, is bringing about a steady decline in the number of people required for purely laboring tasks. With increased specialization of work comes a need for extensive and expensive specialized preparation—a need the individual feels ever more keenly as you sharpen your social and salary differentiation between the educated and the uneducated.

It could be that you have an "overregard" for education and an "underregard" for real talent, with the result that there are people of quite moderate capacity occupying prominent positions, to the exclusion of others of both greater capacity and greater potential. I would venture to say that the chances of a British boy for reaching the top, with neither background nor education but through talent alone, are greater than those of his opposite number on this side of the Atlantic.

Whatever the importance of recognizing and fostering talent for the sake of the individual himself, there can be no questioning its importance to the Nation. Higher education in the United States is expensive, and, despite a wide range of scholarships from a variety of sources, the ability of many boys and girls is lost to themselves and the Nation for financial reasons. For the children of well-to-do parents, higher education is in the natural order of things. But many intelligent children are born into poor

families whose thinking does not include higher education but instead a concern for wage-producing employment as soon as possible. These boys and girls need guidance and encouragement as well as financial help to enable them to bring to the service of society all the gifts they possess.

It is probably true in America as elsewhere that in rural areas gifted children often go unrecognized. Sometimes their educational opportunities frustrate rather than stimulate and encourage. The demand for juvenile labor can be strong competition to the longer term advantages of remaining at school, and usually family traditions of higher education are less strong than in urban communities. Through wise counseling rural children can be shown their talents and where they can best use them, and, through continuing guidance be helped to break family patterns of limited education and early employment.

Evaluation

My stay with you has given me, personally and professionally, more than I had hoped for. I have come to know the American people at work and at play, in their schools, homes, and churches, living, working, and worshipping with them. I have received unbelievable kindnesses in unexpected places, and no hospitality that I can show in my homeland can repay that I have received here.

On the professional side, my visit insures that my colleagues and I in New Zealand will have a better understanding of your teachers and your students. Knowing differences will insure wiser and more effective planning for Americans who come our way to study or to teach. But whatever our visitors' purpose, I will understand them better and welcome them more warmly than I would have before my visit to the USA. I shall be grateful for the opportunity to do something in return for all that was done for me.

And this I can do, too. As one who now knows something of your country, your people, and your schools, I can state your case—a thing that can be done so much more effectively by a citizen in his own country than by a representative of the country in question, because his motives are less complicated and less suspect.

OVERSEAS OPPORTUNITIES

for American Educators in the Technical Cooperation Program

By George H. Stiff

THIS ARTICLE is based on a paper presented by Mr. Stiff to members of the American College Personnel Association, at the annual convention of the American Personnel and Guidance Association in Cleveland, March 24. Mr. Stiff is program specialist, Education Missions Branch, Division of International Education, Office of Education.

MORE than a billion human beings—about half the population of the earth—live in areas receiving technical assistance from the United States. Many of these people are desperately poor and continually hungry. Seven out of ten cannot read nor write; they are without the simplest tools of education. Two out of three are chronically sick with preventable diseases that sap their strength and productive power; 5 out of 10 children die before reaching the age of 12. Recurring attacks of malaria or dysentery so debilitate the villagers that they can work less than half the time. No nation, so long as it is confronted with such tremendous losses in human resources and such accumulations of human suffering, can ever grow strong.

The technical cooperation we give to the peoples in underdeveloped areas is a way of helping those who want to help themselves through their own efforts and their own resources. Technical cooperation, as a part of the foreign policy of the United States, is one of several ways by which we help improve living and working conditions for peoples whose way of life, in many respects, is hundreds of years behind the 20th century.

Today about 5,200 technicians from the United States are working in 64 countries and territories of the Middle East, Asia, Africa, and Latin America. Whatever their field—health, livestock improvement, forestry, land reclamation, child welfare, or education—their main task is to teach, to train, and to demonstrate the special skills that raise living standards and promote a lasting development.

This year, too, about 4,500 technicians from underdeveloped countries are in the United States or in training centers nearer their homeland to study advanced methods and techniques. When they return home, they will help train their own countrymen and thus multiply the technical knowledge they have gained.

Mutual Agreement

The United States does not impose technical assistance programs on any country; they are requested by governments and their people, and operate on a person-to-person basis, with American technicians working hand in hand with their foreign counterparts.

The terms of cooperation, setting forth the basic responsibilities of each government, are put into the legal language of a technical cooperation agreement between the two countries. Officials and technicians of both countries then discuss the exact nature of the job to be done and the contributions—in technicians, funds, services, and equipment—that each government will make.

Before the United States agrees to a specific project, it carefully checks to determine that somebody else is not already doing the job—an agency of the United Nations, for instance, or a private organization.

Once the United States and the host government have decided on the work to be done, the next step is to locate the best technicians to do the job. They can be hired either directly or through a contract with a university or private organization.

Our technicians do not decide what kinds and types of programs the other nation must have; rather, they operate within the framework of specific needs and requests set forth in the working agreement. They study the problems of the country and try to put their knowledge at the disposal of the people who will adapt it to their own needs and customs.

Educational Programs

Through the International Cooperation Administration—a semiautonomous agency within the Department of State—the United States is providing technical assistance to 43 countries and territories to develop and improve programs of education. With this help these countries are already making significant progress in improving the conditions of life for their people and providing better education for their children.

We cannot do a job for others; all we can do effectively is to help others help themselves. The vital element is not just money or supplies; it is the establishment of a system by which a country can train its own technicians. This is education.

Education is the indispensable key unlocking a nation's most valuable resource—its people. Continuing social and economic progress in the countries in underdeveloped areas depends on their improving their own programs of education.

The educational needs in most of the countries are essentially the same. They all lack teachers, teacher-training institutions, school buildings, and instructional materials. Some may know nothing of organized courses of study, education for living, and vocational training. In many, learning is often by rote and has little relation to the daily life of the community.

In the 43 countries receiving U.S. technical assistance in education, American education specialists serve as consultants or advisers to officials in a ministry of education. They also work closely with ministries of agriculture, health, and industry; with United Nations agencies, such as UNESCO; and with private organizations. In all they are emphasizing vocational education and basic elementary education for both children and adults.

The training of teachers is one of the first tasks in most of these countries. Where teacher-training institutions already exist, the need is to bring them up to reasonable standards. In many countries, however, teacher-training institutions are few and far between, and there the technician can help to provide another answer—through the inservice training of teachers in workshops or summer schools.

The lack of instructional materials is critical. Millions of schoolchildren do not own a single textbook. In many schools students study about life in a foreign country because no textbooks are available about life in their own. U.S. textbook writers and instructional material specialists are helping to develop simple textbooks related to native life and containing, along with the three R's, familiar illustrations that suggest improvements in health, agriculture, and community life. To help native writers prepare textbooks, American technicians work with them or conduct workshops. It is not generally feasible to translate and use material developed in the United States, though some standard textbooks, such as those on automobile mechanics, may be useful. But the best job of developing instructional material is done by the native textbook writer with the help of an American specialist.

Nearly all these countries need vocational education, for the maintenance of modern mechanical devices requires skills not generally available. Because major emphasis is on the development of programs in elementary and vocational education, the greatest needs are for persons with broad training and experience in these kinds of education. Not many countries have asked for help in more specialized fields, such as guidance services; and countries that have done so are, naturally enough, those with fairly advanced programs of education—countries like Brazil, the Philippine Republic, and Nationalist China. It is logical to assume, however, that as countries improve and strengthen their programs, they will feel more need for more specialized services; and even now it is not premature to suggest that persons well qualified in specialized education and interested in foreign service should explore the possibilities of an oversea assignment.

Qualifications

What is the ideal equipment for Americans working abroad in the technical cooperation program? First comes technical competence: there is no substitute for knowing how. Of almost equal importance is a knowledge of the language of the country where the technician will serve, and a respect for its people, culture, and customs, plus an ability to adjust to

circumstances. The importance of the family to the success or failure of the technician can hardly be overemphasized. The role of the wife is a close second to that of the technician himself. An unhappy wife, unable to adjust to a new culture, can do great damage to her husband's morale. She is a vital member of a team.

All persons whom the International Cooperation Administration appoints to oversea positions are subject to character and loyalty investigations. They and their families must meet physical fitness standards set by the Department of State for foreign service. Both the candidate and his wife are interviewed prior to an offer of employment. Oversea appointments are limited to individuals who have been U.S. citizens at least 5 years. A naturalized citizen will not be sent to his country of origin.

ICA provides all new employees with a 3-week orientation program in Washington, D.C., before they leave on assignment, to familiarize them with the policies and organization of ICA and the cultural background and political and economic situation of the country of assignment. Wives accompanying employees to Washington are encouraged to attend the orientation sessions. For candidates going to countries in which Arabic, Spanish, or French are spoken, there is an intensive 8-week language program if they do not know the proper language or if their knowledge is inadequate. All appointees are encouraged to learn the language of the host country, for there is no substitute for the ability to communicate.

Terms of Service

Initial assignments in Point IV programs are probationary and are for a minimum period of 2 years at the post of duty concerned. Many educators enter the program on leave of absence from a college, university, State department of education, or local school system, with the understanding that they will return to their former position when their assignment is over. Others come to the program with the intention of making a career of foreign service. Some of the technicians who entered the service in the mid-1940's, when the Latin American programs began, have 10 and 12 years of service behind them. A minimum of 5 years of service entitles an employee to benefits under the Civil Service Retirement Act.

An employment selection panel in ICA establishes salaries for persons appointed to oversea positions. All oversea employees receive a housing allowance or are housed in government-owned or rented quarters. Other allowances may be authorized under Foreign Service Regulations, for example, an educational allowance for an employee's school-age children. The oversea employee receives transportation for himself, his dependents, and his personal and household effects to the post of duty and return at the expiration of the 2-year assignment.

An employee earns home leave at the rate of 5 workdays for each 4 months of foreign service, which may be taken at the end of each 2-year tour of duty. However, he forfeits such leave if he does not go abroad for another period of service.

What Educators Think

How do American educators evaluate their experience with the technical service program? Their reports to ICA and the Office of Education are enthusiastic. Take, for example, two:

Harold Adams, deputy chief of the education division of the technical cooperation program in a southeast Asian country, while in Washington, D.C., recently on home leave before returning overseas, said, in commenting on why he is staying with the program, "Those of us in the field come face to face with the cold war. Out there it is real, definite, and something with which we must deal constantly rather than read about in the press. The realities of such situations have struck me so forcefully that I have decided to continue indefinitely in foreign service for as long a period as I feel I am making a contribution to the realization of our foreign objectives. These are the reasons why I interrupted a university career to remain in the program."

L. P. Terrebonne, recently returned to the States after 4 years as chief of the education division of the program in Haiti, evaluates his experiences thus: "All of my adult life I had been in the field of education in the State of Louisiana. During that time I held practically every type of school position in the State. I served as classroom teacher, principal of small and large schools, parish supervisor of instruction, parish superintendent of education, college teacher, and member of the State department of education. My experiences in these positions were always satisfying. But the 4½ years I spent in Haiti as chief of the education division were the most challenging and satisfying of all the years I've spent in education."

The future of the technical cooperation program is dependent on many things. Yet, there are many indications that for a number of years to come the United States will continue to provide assistance to friendly underdeveloped nations in helping them to raise their standards of living. The improvement of national programs of education is and will continue to be one of the principal means by which this objective may be realized.

Recruiting American educational specialists for service abroad in the technical cooperation program is a responsibility of the U.S. Office of Education, but the International Cooperation Administration is the actual employing agency. Educators with extensive experience in the training of teachers are in greatest demand. The U.S. Office of Education also provides requested professional and technical support for these specialists by drawing on the extensive resources for such services in the Office and in affiliated professional organizations.

Those interested in exploring employment opportunities in this program should write to the Education Missions Branch, U.S. Office of Education, Washington 25, D.C.

Should the United States Have A COST OF EDUCATION INDEX?

By **Orlando F. Furno**

EXPENDITURES for education have increased more in the 1950's than they did in the entire quarter century preceding. But not all of this increase can be considered a net gain for educational improvement. Part of it must be written off as inflation. At present, however, no device is available for measuring accurately what part of the rise in school expenditures should be charged to inflation and what part to improvement of the educational program.

Alternative to Faith

The housewife who pays 2 cents more than she did last month for a quart of milk attributes the increase to higher costs, or inflation, since the amount and quality of the milk have not changed. But the local school board whose school costs have risen $50 per pupil over the past year is uncertain about what part of the increase represents inflated educational costs and what part represents an improvement in the local educational program.

Is there not, however, an alternative to blind faith in this matter? Cannot a valid cost-of-education index be developed that will enable boards of education to know with certainty the part inflation has played in increasing educational costs?

Neither the concept of a cost-of-education index nor the present urgency for constructing one is new. Over two decades ago, in 1938, the National Education Association worked on the problem of developing such an index, reporting its study in a bulletin entitled *Why Schools Cost More*. Two decades later, in 1958, at the National Conference on School Finance Problems, two separate committees discussed the usefulness of such an index and urged that one be developed and that it be reported periodically. The State of New York, also, has advocated the development of an index as essential for measuring the changes in costs of education.

Yet nowhere today is such an index maintained and published.

Three Uses

The uses to which a cost-of-education index would ultimately be put is difficult to prophesy. Who would have predicted in 1913 that five decades later the Consumer Price Index would be used to adjust automatically the wages of several millions of persons? Or that it would be widely used in wage negotiations and in measuring the effects of fiscal and other government policies?

For the present, though, one can foresee at least three useful purposes for a cost-of-education index:

1. To measure trends in the purchasing power of the school dollar over the years.
2. To provide for automatic changes in State foundation programs to adjust to inflation and deflation.
3. To set forth defensible fiscal policy at the State and local levels for the improvement of public education.

This would not be all, of course. Still other important uses would no doubt be found for the index, such as to serve as a guide for local school boards and superintendents when they plan their budgets.

Problems and Questions

Useful though a national index would be, it would be no quick and easy panacea for our complex educational ills. The developing of it would be beset by numerous pitfalls. Preliminary exploratory experiences already have yielded valuable information on a number of the major problems.

First of all, a national cost-of-education index should be constructed to meet at least six criteria:

Practicability. The time and the money required to produce and maintain the index should be reasonable.

Availability of data. Any data to be used in the index should be easily and readily obtainable.

Objectivity. All data entering into the index should be uniform, accurate, and objective so that no matter who calculates the index, he will obtain the one correct answer.

Simplicity. The index should be constructed in the simplest terms consistent with validity. Most persons should be able to understand and to calculate the index.

Flexibility. Since the index would represent all school districts but not necessarily a particular district or group of districts, it must be so flexible that regional, State, and local district data could be substituted for national components.

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Standardization. Constructing a cost-of-education index requires following the cost history of educational goods and services that are relatively constant in amount and quality. The board of education may be considered as the purchaser of an "educational market basket," which contains such things as the services of classroom teachers, guidance workers, administrators, custodians, and clerks, and goods such as instructional materials and school equipment. The standardization criterion does not imply the setting of any standards for quality: it is concerned only with the maintenance of a market basket in which the amount and quality of educational goods and services remain relatively constant over a period of time.

Moreover, the procedural aspects of developing an index and evaluating it in the light of the foregoing criteria give rise to a number of fundamental problems and issues:

Would the index be used to retard educational improvement?

What items should be included in the market basket the local school board has to purchase?

Should the index be based on current expenditure only?

Should both regional and national indexes be reported, and should they reflect not only current expenditures but those of capital outlay and debt service as well?

How often should the relative weights of the items in the market basket be tested for validity?

What provision should be made for adding or removing certain items?

These are only a few of the important problems that will have to be resolved.

Because a cost-of-education index would provide information of paramount importance to public education, the Office of Education is studying these and other problems of developing, maintaining, and reporting, at least annually, such an index.

National Defense Education Act

Title VII

New Communications Media

TITLE VII, written into the National Defense Education Act to encourage educators to find more effective educational uses for motion pictures, video tapes, filmstrips, and other new communications media, is moving ahead in both directions specified by the Act: (1) Conducting, assisting, and fostering research and experimentation, and (2) disseminating information. The New Educational Media Advisory Committee, named last fall to assist the Commissioner in administering the title, has approved 34 proposals for research as well as 5 contracts to advance dissemination.

1. Research and Experiment

All of the 34 research projects now approved are being negotiated into contract, but 13 must await Federal support until supplemental funds become available to the Office of Education. The other 21 will carry out research on the following subjects:

EDUCATIONAL TELEVISION AND RADIO CENTER, Effectiveness of a series of filmed demonstrations in teacher education for a new high school mathematics curriculum.

HUNTER COLLEGE, Use of TV for improving teacher training and measures of student-teaching performance.

JOHN TRACY CLINIC (LOS ANGELES, CALIF.), Evaluation of audiovisual methods: changing attitudes toward education.

MAINE STATE DEPARTMENT OF EDUCATION, An economical and practical method of providing intellectual stimulation to gifted pupils in small secondary schools through a TV instructional program.

MICHIGAN STATE UNIVERSITY, Ways in which the application of the new communications media may improve teacher preparation, especially in languages, science, and mathematics.

PINELLAS COUNTY (FLA.) BOARD OF PUBLIC INSTRUCTION, Provision of preschool experiences via educational TV to orient and motivate children entering grade one and to facilitate their adjustment to group activities.

SAN JOSE STATE COLLEGE, Utilization of TV in the observation program for teacher education.

THE PENNSYLVANIA STATE UNIVERSITY, Patterns for improving the preparation of preservice teachers in the use of audiovisual materials; and effects of optimal use of audiovisual materials on pupil learning and teacher use.

TWIN CITY (MINN.) AREA EDUCATIONAL TELEVISION CORPORATION, Effectiveness of certain specific TV techniques on learning.

UNIVERSITY OF CALIFORNIA MEDICAL CENTER, Use of a mobile laboratory of new media for inservice education of teachers in mathematics and science.

UNIVERSITY OF GEORGIA, Preservice teacher education in the use of new media for classroom instruction.

UNIVERSITY OF HOUSTON, Involvement of a university faculty in improvement of a teaching project utilizing the video tape recorder.

UNIVERSITY OF MIAMI, Summertime use of open-circuit TV instruction to bridge the gap between high school and college.

UNIVERSITY OF MINNESOTA, (1) Use of sound filmstrips for improving teacher-pupil contacts in the classroom; (2) Effectiveness of closed-circuit TV in teacher education.

UNIVERSITY OF OKLAHOMA, Selected vicarious experiences *vs.* direct observational experiences of preservice teachers in the foundation area of professional preparation.

UNIVERSITY OF UTAH, Use of telecasts in public school classes for demonstrating to students of education principles of human behavior and teaching techniques.

UNIVERSITY OF UTAH AND SALT LAKE CITY PUBLIC SCHOOLS, Challenging the superior student by making the study of Russian available in the elementary school curriculum via TV.

UNIVERSITY OF WASHINGTON, Two modern methods for teaching a spoken language.

UNIVERSITY OF WISCONSIN, More effective ways of appraising teachers in training and inservice of ways of improving their day-to-day classroom learning activities and procedures through audiovisual media.

WAYNE STATE UNIVERSITY, Audiovisual project in modern languages.

The thirteen other approved projects, those awaiting funds, have been proposed by the following institutions and agencies:

Baylor Medical College	Oregon State System of Higher Education
Boston University	Purdue University
Earlham College	Syracuse University
Harvard University	The Ohio State University
Indiana University	The University of Akron
Kansas State Teachers College	University of Oregon
Massachusetts Institute of Technology	

As of mid-April, 339 proposals for research and experimentation had been submitted to the Commissioner. These proposals, estimated to have a total cost of more than $36 million, have come from institutions, agencies, organizations, and individuals in 41 States. The Advisory Committee, which thus far has held two meetings, has evaluated 192 of them.

The Advisory Committee will meet in May to consider the 147 other proposals thus far received, and will meet again this fall. The deadline for submitting research proposals for consideration at the latter meeting has been set for September 1, early enough to give field consultants of the Office of Education time to appraise all of the new proposals before the Committee meets.

Those wishing to submit proposals should first write for information about the content, format, and number of copies to be submitted, as well as for a list of the criteria used to evaluate each proposal. Letters should be addressed to the New Educational Media Branch, Office of Education, Washington 25, D.C.

2. Dissemination of Information

That part of Title VII which has to do with getting information about educational uses of the new media out to schools and colleges may be carried out either directly by the Office or through contracts with public or private agencies, organizations, groups, or individuals. For projects and other activities designed for this function the Advisory Committee has approved certain preliminary objectives:

To provide information about research, whether completed, in process, or projected.

To provide information about significant progress in teaching practices.

To increase the accessibility and availability of the media by both bibliographic and direct means.

To improve directly both the educational use of the media and the training of teachers in use of the media.

To assist in developing national goals, standards, and guidelines.

To find the most effective ways of reaching these objectives, the Advisory Committee thus far has approved 5 contracts (other contracts will be approved as funds become available):

COLUMBIA UNIVERSITY, A study to determine the feasibility of establishing an Educational Media Research Information Service.

EDUCATIONAL TELEVISION AND RADIO CENTER, Planning and production of a limited number of filmed case reports showing the uses of the new media in sound teaching practices, in such areas as science, mathematics, and modern foreign languages.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, A symposium on the network concept of educational broadcasting and the publication of reports based on reviews of basic problems, opportunities, and accomplishments in current planning for network systems by States, regions, and sub-regions.

NATIONAL EDUCATION ASSOCIATION, A pilot project to discover ways and means of disseminating information on tested techniques, as developed at regional conferences and workshop demonstrations.

UNIVERSITY OF INDIANA, A study to determine the feasibility of gathering and disseminating bibliographic information about essential teaching materials, including films, filmstrips, recordings, radio, and television programs.

The Advisory Committee has named three of its members as a special committee to consider in detail the dissemination program. All suggestions received will be considered and evaluated both by the subcommittee and by the entire Advisory Committee.

TITLE X

Statistics About Education

DATA-PROCESSING machines have been written into nearly all of the State plans coming into the Office of Education under Title X of the National Defense Education Act. Of the 27 States whose plans are on the approved list as of mid-April, 24 say they are planning either to begin or to expand use of mechanical devices for processing and analyzing the streams of data continuously flowing into their State departments of education.

In this eagerness to draw upon modern technological developments to speed up the production of accurate and meaningful information about education, the States show themselves to be of the same mind as the Congress that wrote the act. For the Congress was specific on the matter: one of the five purposes it named as legitimate for grants under the title is the installing and operating of mechanical equipment.

The States are looking to machines for many things. They want a speeding up of the processing and reporting of basic statistics about education. They want accuracy unmarred by human error. They want a complex performance that turns out more than sums of figures, that will do such things as run correlations among a dozen different factors—and do it in less than a dozen minutes. In short, they want a fast, economical way of doing a tremendously complicated

job. Once they get it, if they have planned well, they will have at hand the means for probing deeply into the many meanings now hidden in their statistical data.

Five of the States with approved plans already had either moderate or extensive machine operations in effect when they submitted their plans:

Georgia	New York
Iowa	Texas
Kansas	

and eight had made more limited use of machines:

Connecticut	Nevada
Illinois	New Jersey
Maryland	Ohio
Massachusetts	Pennsylvania

All 13 have stated their intention to expand their use of mechanical equipment; in addition, 11 States are planning to install machine operations for the first time:

Colorado	New Mexico
District of Columbia	Oregon
	Rhode Island
Kentucky	Tennessee
Michigan	Utah
Montana	Hawaii

An analysis of the State plans thus far approved shows the States exploring at least three different approaches to the use of automatic data-processing machines by State educational agencies:

1. The agency either buys or rents the machines and itself operates them. This is the way being chosen by New York and Texas.

2. The agency, utilizing basic machines, does the work of preparing the data for the complex machines—that is, does the planning and programing—and then, usually on a reimbursable basis, uses the automatic data-processing machines available to State agencies.

3. The agency contracts with a centralized State unit or with a private company for doing all the mechanical operations.

The approach, of course, varies with the kinds of operations wanted and the volume of data to be processed. In the least populous States it may not be economical for the State educational agency to buy expensive machines for its own use.

While the States are making their evaluations and decisions, the Office of Education staff is exploring the ways in which it can make technical assistance available to the States. It plans to offer the services of special consultants as well as of members of its own staff; to provide a clearinghouse of information about States using various kinds of data-processing machinery; and to build up a collection of informational materials on data processing.

No State is converting to mechanization overnight. It is common knowledge that many businesses and agencies have rushed into machine processing too fast, have made wasteful mistakes, suffered some disillusionments. The State educational agencies, therefore, are generally keeping three ideas in mind:

The use of machines must be integrated with the agency's overall design of systems and procedures; therefore, analysis and improvement of systems and procedures is a prerequisite.

Usually the most practical approach is to develop a plan for a complete system of mechanization, and then to begin in a modest way, with those parts of the data-processing program most ready for conversion.

The agency should have personnel trained to make effective use of the machines in producing the information that is wanted.

Many different kinds of excellent machine systems are now on the market; and the agency needs to evaluate each one before it makes its selection to make sure that what it buys is the equipment best suited to its needs. The New Jersey agency, for example, has developed an outstanding plan for converting to mechanical processing. It will coordinate its plans for installing machines with its strengthening of organization, staffing, and systems and procedures, so that its machines will not be "tacked on" to a system not designed for them but will be part of the most integrated system that can be devised. By this approach, a State will be assured of maximum benefit per dollar expended.

The 196th contract signed
The 35th finished project reported

Cooperative Research Program

THE cooperative educational research program authorized by the 83d Congress in July 1954 (Public Law 531) has moved ahead by several more projects since the Commissioner's Advisory committee on the program held its latest meeting, on February 12–14. At that time the committee selected 26 out of 82 proposals it had under consideration, and recommended to Commissioner Derthick that they receive Federal support. As of the first of May, sixteen of these have been signed into contract; the remaining ten are in various stages of negotiation.

The sixteen new projects bring to 196 the total number that have received pledges of Federal support under the program. They will look into many questions high on the educator's *Facts-Needed* list—into the value of group counseling, ability groupings, and special training for gifted children; into the equipment available for high school science courses; even into the characteristics of men who abandon teaching as a

career. Some of the sixteen will take as much as 2 years for completion, others as little as 3 to 6 months. Together they call for $816,343 from the Federal Government and $280,782 from the cooperating institutions, or a total of $1.1 million. For work done this fiscal year—that is, before July 1, 1959—the Federal Government will contribute $419,360.

The sixteen projects are listed here, together with the names of the sponsoring institutions and the directors. The dollar figure given for each project stands for the Federal funds that have been committed to bring the project *to its completion.*

Attitudes and Interests

PURDUE UNIVERSITY, *The teenager's conception of mental illness,* 6 months, E. J. Asher, director. Federal funds, $6,026.

Curriculum

COLUMBIA UNIVERSITY, *Analysis of curricular offerings in a selected group of independent liberal arts colleges,* 1 year, Earl J. McGrath, director. Federal funds, $25,116.

UNIVERSITY OF TOLEDO, *Facilities and equipment available for teaching science in the high schools,* 9 months, Archie N. Solberg, director. Federal funds, $46,621.

WASHINGTON UNIVERSITY, *Evaluative study of psychological research on the teaching of mathematics,* 4 months, Philip H. DuBois, director. Federal funds, $9,254.

Educational Theory

UNIVERSITY OF UTAH, *Development of a theory of education from psychological and other research findings,* 1 year, 4 months, Calvin W. Taylor, director. Federal funds, $25,174.

Handicapped Children

PURDUE UNIVERSITY, *Speech pathology and audiology programs in elementary and secondary schools: a national survey of current status and problems,* 2 years, M. D. Steer, director. Federal funds, $48,228.

Mentally Retarded Children

SOUTHERN ILLINOIS UNIVERSITY, *Responses of bright, normal, and retarded children to learning tasks,* 2 years, Leslie F. Malpass and Neil A. Carrier, directors. Federal funds, $33,248.

Special Abilities

IOWA STATE TEACHERS COLLEGE, *Effect of special training on the achievement and adjustment of gifted children,* 17 months, Tom A. Lamke and Arthur J. Looby, directors. Federal funds, $46,754.

UNIVERSITY OF ILLINOIS, *Extent to which group counseling improves the academic and personal adjustment of underachieving gifted adolescents,* 14 months, Merle M. Ohlsen and Fred C. Proff, directors. Federal funds, $24,593.

UNIVERSITY OF PITTSBURGH, *Identification, development, and utilization of human talents,* 14½ months, John C. Flanagan, director. Federal funds, $479,620.

Staffing

COLUMBIA UNIVERSITY, *Characteristics of men who have remained in and those who have left teaching,* 14 months, Robert L. Thorndike and Elizabeth P. Hagen, directors. Federal funds, $15,884.

WASHINGTON UNIVERSITY, *Pupil expectation of teacher leadership behavior,* 9 months, Louis M. Smith, director. Federal funds, $3,680.

Television

UNIVERSITY OF NEBRASKA, *Effect of TV instruction on individual learning curves,* 7 months, Robert E. Stake, director. Federal funds, $2,415.

Vocational Education

MICHIGAN STATE UNIVERSITY, *Development of research design to investigate the functional understandings of technicians as bases for curriculum planning in technical education,* 1 year, George L. Brandon, director. Federal funds, $11,489.

Miscellaneous

GEORGE PEABODY COLLEGE FOR TEACHERS, *Empirical investigation of the effects of nonnormality on the sampling distribution of the product moment correlation coefficient,* 1 year, Raymond C. Norris, director. Federal funds, $12,075.

MICHIGAN STATE UNIVERSITY, *Effectiveness of homogeneous and heterogeneous ability grouping in ninth grade English classes with slow, average and superior students,* 2 years, Elizabeth M. Drews, director. Federal funds, $26,166.

The advisory committee will meet again on May 28–29 to consider the 118 new proposals that were submitted before the April 1 deadline. All proposals submitted after that deadline and before September 1 will be considered at another meeting, in October.

SINCE *School Life's* latest report, in March, five more research teams cooperating in the program have completed their projects and sent their final reports to the Office of Education. The total number of completed projects now stands at 35. Four of the latest reports are concerned with the education of retarded children; the fifth is on a study of education of Alaskan natives.

The titles of the projects, the institutions conducting them, and the directors are as follows (brief summaries of the reports are available for the asking, from the Cooperative Research Program, Office of Education, Department of Health, Education, and Welfare, Washington 25, D.C.; in making your request, please include for each report the number in parentheses after the title):

A program of education for Alaska natives, University of Alaska, Charles K. Ray (011).

Investigation of factors involved in the educational placement of mentally retarded children, The Ohio State University, Viola M. Cassidy and Jeannette E. Stanton (043).

Investigation of discrimination learning ability in mongoloid and normal children of comparable mental age, George Peabody College for Teachers, G. N. Cantor (076).

Relationships between articulatory development and development of phonetic discrimination and word synthesis abilities in young mentally retarded and normal children, Syracuse University, C. V. Mange (078).

Identification and evaluation of methods for teaching severely retarded (trainable) children, George Peabody College for Teachers, Margaret Hudson (155).

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CHILDREN WITH SPEECH AND HEARING IMPAIRMENT: PREPARING TO WORK WITH THEM IN THE SCHOOLS, by *Wendell Johnson*. 1959. 32 pp. 20 cents. (Bul. 1959, No. 5.)

COLLEGE AND UNIVERSITY FACILITIES SURVEY, PART 1: COST AND FINANCING OF COLLEGE UNIVERSITY BUILDINGS, 1951–55, by *W. Robert Bokelman* and *John B. Rork*. 1959. 53 pp. 45 cents. (Cir. No. 540.)

EDUCATION OF THE SEVERELY RETARDED CHILD, A BIBLIOGRAPHICAL REVIEW, by *Harold M. Williams* and *J. E. Wallace Wallin*. 1959. 26 pp. 15 cents. (Bul. 1959, No. 12.)

PARTICIPATION IN ADULT EDUCATION, by *Marie D. Wann* and *Marthine V. Woodward*. 1959. 37 pp. 30 cents. (Cir. No. 539.)

STATUS OF PREPARATION PROGRAMS FOR GUIDANCE AND STUDENT PERSONNEL WORKERS, by *Paul MacMinn* and *Roland G. Ross*. 1959. 49 pp. 25 cents. (Bul. 1959, No. 7.)

SURVEY OF STATE LEGISLATION RELATING TO HIGHER EDUCATION, by *Ernest V. Hollis, William G. Land,* and *S. V. Martorana*. 1959. 115 pp. 70 cents. (Cir. No. 552.)

TEACHER EDUCATION FIFTH-YEAR PROGRAMS, A SELECTED BIBLIOGRAPHY, by *Shirley Radcliffe*. 1959. 20 pp. 15 cents. (Bul. 1959, No. 9.)

FREE

(Request single copies from Publications Inquiry Unit, U.S. Office of Education, Washington 25, D.C. In requesting copies, please include publication number.)

SCHOOL LIBRARY MATERIALS IN SCIENCE, MATHEMATICS, MODERN LANGUAGES, AND GUIDANCE . . . AND HOW TO USE THEM, by *Mary Helen Mahar* and *Gerald B. Fisher*. Reprint, *School Life*, January–February 1959. 12 pp.

THE NEW EDUCATIONAL MEDIA PROGRAM AUTHORIZED BY TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958. 6 pp. A leaflet.

SCHOOL PLANT MANAGEMENT BIBLIOGRAPHY, by *N. E. Viles*. 38 pp.

STATE PROVISIONS AFFECTING LOCAL SCHOOL SUPPORT. 13 pp. (Cir. No. 564.)

U.S. GOVERNMENT PRINTING OFFICE: 1959